Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: Diary of a Worm

Tic Tac Toe

Directions: After reading Diary of a Spider, choose **three** activities to complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

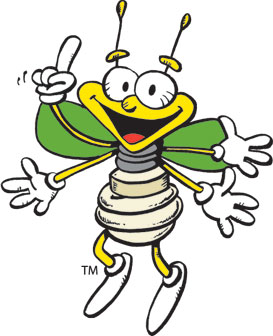
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| --- | --- | --- |
| **Vocabulary/Spelling**  Pretend you are an insect. Write a story using Vocabulary Words that explains what you see, hear, and feel. | **Vocabulary/Spelling**  Create a tree map sorting spelling words by their patterns/sounds (long vowel sounds –VCV). What sounds do you hear? What differences can you see in the spelling patterns? | **Vocabulary/Spelling**  Choose three spelling words: one with a long O sound, one with a long U sound, & one with a long E sound. Think of three more words that have the same vowel sounds. Write the words down. Highlight the vowels that form the long vowel sounds. |
| **GRAMMAR**  Choose an **insect**. Research the animal. Write 5 sentences that describe the **insect**. Think of something you would like to know about the animal. Write one question about the animal. | **GRAMMAR**  Create 5 complete sentences using capitals and punctuation. Include one vocabulary word in each sentence. Underline the vocabulary words. | **GRAMMAR**  Create a tree map titled “Nouns.” Draw 2 branches labeled common nouns & proper nouns. Think of 10 people, places, animals, & things in your community. Write them on the appropriate branch of the tree map. |
| **COMPREHENSION**  Read this week’s story with someone. Chose two pages to reread. Write a sentence to answer each question. Who? Did what? When? Where? Why? | **COMPREHENSION**  Create a title page for “A Swallow and a Spider” from p.134. Use labels and arrows, to identify the title, author, illustrator, & genre of the story. | **COMPREHENSION**  Read Diary of a spider. Compare how spiders (arachnids and insects are different). Create a Venn Diagram or a Double Bubble Map. Include 3 ways they are the same and three things that are different. |

**Vocabulary Words:**

*Insects, rotten, dangerous, screaming, breeze, sticky, scare, judge*

**Spelling Sound Words:**

***Doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune, home, joke, wrote, ice cube***



**Super Second Grade Lesson 4 Mission:**

**This week’s objectives:**

* Read grade level stories. Use clues from the stories to draw conclusion and make predictions.
* Ask & answer questions about stories (Who, What, When, Where Why).
* After listening to or reading a story, summarize the story by telling the main idea and details from the story.
* Read, sort & spell words with long vowel sounds spelled with a VCV (Vowel Consonant Vowel) pattern.
* Understand that nouns are words that stand for a person, place, thing, animal, or idea.
* Fluently add and subtract math problems equaling 0-20(3 seconds per problem).
* Count by 10s & 100s starting at any number.
* Understand that three digits in a number represents groups of **Hundreds, Tens, & Ones.**
* **Compare two and three digit numbers using greater than “>”, less than “<”, & equal to “=” symbols & words.**

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper). Complete assigned word problems (1 problem per day M-T-W).